Alexa Sbordone

CBSE 7201T

September 10, 2016

Wiki Assignment #1

According to The Glossary of Education Reform, “action research” is defined as a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. Action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve.  The Glossary of Education Reform also discusses “action research” as a *cycle of action* or *cycle of inquiry*, since it typically follows a predefined process that is repeated over time.  This cycle that is described is just what we are doing in this research class; identifying a problem, collecting data, analyzing, creating a plan and evaluating.

A current educational issue and possible research topic that is of interest to me is the idea of technology in the classroom.  There are many studies and discussions of how technology is either helping and improving student learning, or having the opposite affect.  I am a big believer of technology, as I grew up with it.  Although the technological world has been growing and changing so fast over the last decade, I still had a computer in my house when I was born, and grew up watching and learning during this time.  I also see the other side of technology, the side that is the enabler, therefore have not decided if it gives a positive or negative influence in a classroom of young students.  A very simple example of this is spell check.  Now that most of the population has a cell phone, we are all constantly texting each other.  Phones, as well as computers and laptops, have spell check.  So do these students really need to know how to spell?  Not really, but I still think spelling is important and that many of these students do not know how to use spell check to correct way.  So I want to know if students gain a better understanding, if using technology in the appropriate way in the classroom setting.

I do think that this current educational issue is researchable.  After hours of searching online, I came across many articles discussing this topic.  According to [David V. Loertscher](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/advancedSearch.do?method=doSearch&searchType=AdvancedSearchForm&userGroupName=cuny_broo39667&inputFieldValue(0)=%22David+V.+Loertscher%22&inputFieldName(0)=AU&prodId=AONE) there have been a plethora of reports about technology in [education](http://go.galegroup.com.ez-proxy.brooklyn.cuny.edu:2048/ps/i.do?&id=GALE%7CA272444258&v=2.1&u=cuny_broo39667&it=r&p=AONE&sw=w&authCount=1#) during the last decade.  Access to technology has grown rapidly in American schools during the last decade. Today, nearly all schools own computers and have access to Internet resources, and students are using school computers in more ways than ever before.  Six studies were conducted during the past decade that present a more favorable picture of computer-enriched instruction. Five out of the six studies found that computer enrichment helped students to improve their writing skills. In the remaining study, computer enrichment had a small, statistically significant, negative effect on student writing. The median effect size of computer enrichment programs in the six studies was an increase in writing scores from the 50% to the 63%.

During a study completed in 2006, there were major concerns that impact both student and teacher use, equipment availability, more than any other factor, seemed to have the greatest impact on whether technology was incorporated into classroom instruction. Teacher knowledge and skill, although a concern, was not the teachers’ first consideration. The major reason teachers chose to use technology was because they felt it resulted in increased student engagement. Some of the same factors that impacted whether students used the computer were evident in the decision about whether teachers used technology. Equipment availability, instructional time schedules, and curricular concerns were all concerns that impacted both teacher and student technology usage.

Having an understanding of different teaching approaches from which we all can learn, as well as a toolbox with a variety of ways to present content to students, is valuable for increasing the accessibility of learning experiences for all students. To develop this toolbox, it is especially important to gather ongoing information about student strengths and challenges as well as their developing interests and activities they dislike. Providing different contexts for students and engaging a variety of their senses, for example, using technology in the classroom.  The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner. Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults.  One of his intelligence's is visual-spacial, where students can use visuals, drawings, pictures or videos, as a learning tool, which could be aided by technology.  Another is interpersonal where students understand by interacting with others. These students learn through interaction with tools including computers, laptops, ipads or smart boards.  Another theorist, John Dewey is most famous for his role in what is called progressive education. Progressive education is essentially a view of education that emphasizes the need to learn by doing. Dewey believed that human beings learn through a 'hands on' approach.  This means that students must interact with their environment in order to adapt and learn.  Students can interact with technology, while using a hands on approach to make achievements in the classroom.

I am currently a second grade teacher in a New York City public school.  While my school is not exceptional in the technology department, we have equipment to work with.  My proposed intervention is to analyze whether integrating technology in the classroom has positive or negative impacts on student achievement.  I would do this by creating a classroom environment where technology is actively incorporated in lessons each day, in the appropriate way.  I will implement computers, smart boards, laptops and ipads into my classroom, for student use (independent variable). I would compare student achievement with no technology to the achievement and rates of the students with the new technology assistance. I would assess the impact of the technology on the classroom by comparing before and after test scores and assessment rates (dependent variable).

References:

Carver, Lin B. “Teacher Perception of Barriers and Benefits in K-12 Technology Usage.” *Volume 15 issue 1* (2016): The Turkish Online Journal of Educational Technology. Web. 8 Sept. 2016.

Kulik, James A. “Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluation Studies Say” *SRI Project Number P10446.001* (2003): SRI International. Web. 8 Sept. 2016.

Loertscher, David V. "Unleash the power of technology in education." *Teacher Librarian* 39.1(2011): 46+. *Academic OneFile*. Web. 8 Sept. 2016.

Multiple Intelligences: What Does the Research Say? <http://www.edutopia.org/multiple-intelligences-research> (2016)

The Glossary of Education Reform. <http://edglossary.org/action-research/> (2015)